DOCUMENT RESUME

ED 024 654 SP 001 974

By- Cheuvront, Robert F.

The Use of Teacher Aides in Colorado Schools. Presenting the Results of the Colorado Work Conference on Auxiliary Personnel in Education, April 8-9, 1968.

Colorado State Dept. of Education, Denver.
Spons Agency- Office of Education (DHEW), Washington, D.C.
Pub Date May 68
Note- 29p.
EDRS Price MF- $0.25 HC- $1.55
Descriptors- *Conference Reports, Inservice Education, Job Placement, *Job Training, *Paraprofessional School Personnel, Personnel Selection, Recruitment, School Aides, Staff Role, *Staff Utilization, *Teacher Aides, Team Teaching
Identifiers- Colorado, Elementary and Secondary Education Act, ESEA, ESEA Title I, ESEA Title V

This document discusses various aspects of the training and utilization of "teacher aides" (used here to refer to the paraprofessional, lay assistant, nonprofessional, teacher helper, assistant teacher, or auxiliary personnel whose work may include "all those functions the non-certificated person might perform in the educational enterprise"). It is based largely on the conclusions reached in task-oriented conference discussions by teams of participants which included school board members, superintendents, principles, teachers, counselors, teacher aides, and representatives of professional associations. Following a position statement by the Colorado State Board of Education taking a positive stand on the utilization of teacher aides in Colorado schools, there are sections on pre-planning for the use of teacher aides; recruitment, selection and placement; preservice education; inservice education; possible functions of aides (who may assist with classroom work, home-school interaction, counseling, reference center or library services, technical services, or general school services); career development of aides; the team approach; and evaluation of research. Included also are a 56-item list of selected readings on "Teacher Aides in Education" and "Colorado Statutes Related to the Employment of Teacher Aides." (JS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 024654

the use of TEACHER AIDES in Colorado

SP001974

COLORADO DEPARTMENT OF EDUCATION

Byron W. Hansford
Commissioner of Education
Denver, Colorado
September, 1968

Colorado State Board of Education

Alva B. Adams, Chairman ..... Pueblo
(Third Congressional District)

Anna C. Petteys, Vice-Chairman ..... Brush
(Member-at-Large)

Jeanne W. Bender ..... Thornton
(Second Congressional District)

Hugh E. Chastain ..... Durango
(Fourth Congressional District)

Bernice S. Frieder ..... Denver
(First Congressional District)

Price $.75
No charge to Colorado school districts

Dingerson Press, Inc. — Denver

THE USE OF TEACHER AIDES

IN

COLORADO SCHOOLS

Presenting the Results of the Colorado Work Conference on Auxiliary Personnel in Education

Sponsored by the Colorado Department of Education

Supported by Funds from Title I ESEA and Title V ESEA

Prepared by:

Robert F. Cheuvront
Consultant
Elementary Education

COLORADO DEPARTMENT OF EDUCATION
Office of Instructional Services
Leo P. Black, Assistant Commissioner

Division of Elementary and Secondary Education
John F. Haberbosch, Director

Division of Title I ESEA
Ward M. Vining, Director

Denver, Colorado
May 1968

SP001974

FOREWORD

Teacher aides have been described by a variety of terms, e.g. paraprofessional, lay assistant, nonprofessional, teacher helper, assistant teacher, and auxiliary personnel. The term "teacher aide" has been used in this publication because it is one most commonly used by most people.

However, the meaning of teacher aide, as we use it here, extends far beyond direct classroom services to teachers. It includes all of those functions the non-certificated person might perform in the educational enterprise whether it be service in the office of the principal, visiting the homes of children, assisting the counselor, or helping in the library. Many tasks may be performed by aides which do not require the attention of the certificated teacher, but these functions arise from the context of the situation in which the aide is employed.

The Colorado State Board of Education has taken a positive position on the utilization of teacher aides in Colorado Schools. The position statement of the Board appears on page 1.

This position statement was issued in conjunction with the meeting of the Colorado Conference on Auxiliary Personnel in Education. The conference was held at Prospect Valley Elementary School in Jefferson County, on April 8-9, 1968. Teams of representative people were invited from various regions and school districts in Colorado. These teams were made up of local school board members, superintendents, principals, teachers, counselors, teacher aides, and representatives of professional associations. There were, in addition to the above, a number of people from various Office of Economic Opportunity projects, the Colorado Department of Employment, and the Colorado Department of Welfare. Each team had a consultant from the Colorado Department of Education as one of its members.

The principal conference leaders were Dr. Roy A. Edelfelt of the NEA Commission on Teacher Education and Professional Standards and Dr. Gordon J. Klopf of Bank Street College of Education, New York City.

The participants of the conference spent part of their time as teams, discussing local district problems, and part of their time in task-oriented groups. This publication is based largely upon the conclusions reached in the conference discussions.

We hope the school personnel of Colorado will find this booklet useful as they introduce or expand teacher aide programs.

Byron W. Hansford
Colorado Commissioner of Education

Acknowledgments

The Colorado Department of Education extends its appreciation to the following individuals for their contributions of time, consultant service and publications. Without their efforts the Colorado Conference on Auxiliary Personnel could not have taken place and this publication would not be available.

Dr. Garda Bowman ..... Bank Street College of Education
New York City, New York

Dr. Roy Edelfelt ..... NEA Commission on Teacher Education
and Professional Standards

Dr. Jerome Gilbert ..... Columbus University Laboratory School
Berkeley, California

Dr. Gordon A. Klopf ..... Bank Street College of Education
New York City, New York

Table of Contents

POSITION STATEMENT APPROVED BY THE COLORADO STATE BOARD OF EDUCATION 1

PRE-PLANNING FOR THE USE OF TEACHER AIDES 2

RECRUITMENT, SELECTION AND PLACEMENT 3

PRESERVICE EDUCATION 5

INSERVICE EDUCATION 6

POSSIBLE FUNCTIONS OF AIDES 7

CAREER DEVELOPMENT FOR AIDES 11

THE TEAM APPROACH 12

EVALUATION AND RESEARCH 13

SELECTED READINGS, Teacher Aides in Education 15

APPENDIX A, Colorado Statutes Related to the Employment of Teacher Aides 19

APPENDIX B,

Planning Committee for the Study of Auxiliary Personnel 20

Participants in the Colorado Work Conference on Auxiliary Personnel as They Were Assigned to Task Groups 20

The Use of Teacher Aides in Colorado Schools

Position Statement Approved by the Colorado State Board of Education

April 9, 1968

The Colorado State Board of Education is vitally interested in instructional improvement. During the last few years, experience with teacher aides in Colorado, and across the country, has demonstrated that they can be used very effectively and efficiently in improving teaching and learning. The State Board believes this practice should be vigorously encouraged and greatly expanded.

Teachers have a wide variety of duties which have greatly increased with demands for more educational and education-related services. In recent years, a great many teachers have been protesting that they do not have "time to teach." Teacher aides can assist teachers with many classroom responsibilities thus enabling the teacher to concentrate on analyzing pupil needs, and on planning, conducting, and evaluating educational experiences.

It is important to keep in mind that only the teacher is legally certificated to conduct and supervise teaching activities, and that the work of the teacher aide is carried on under the supervision of the teacher. Assignment of a teacher aide's duties should be made on the basis of the kinds of assistance most needed, and the competencies of the aide to perform the necessary functions.

If teacher aides are to be of maximum help to teachers, they must receive appropriate orientation and training. Teachers also need special preparation if they are to obtain maximum assistance from aides. Appropriate activities should be arranged which will develop a mutual understanding of respective roles and responsibilities.

Local boards of education are encouraged to make the services of teacher aides available to teachers. They are urged to formulate and adopt appropriate personnel policies to govern the selection, employment, assignment, and pay of teacher aides, and to expand their operating budgets to provide the auxiliary services of such aides.

Pre-Planning For The Use of Teacher Aides

Because a school belongs to the community it serves, major changes in its method of operation should be undertaken with full participation of community members. Parents in the community need to feel secure in the fact that the changes taking place are in the best interests of quality education for their children. Persons in a community who represent other interests, such as business and industry, also have a right to know what changes are being made and why.

School superintendents should involve teachers, principals and other professionals early in the process of introducing aides into a school program. This makes it possible for them to be a part of the decision-making and also be interpreters of those decisions to the community.

It is recommended that a wide cross section of the community be involved in the pre-planning for teacher aides. The cross section should include administrators, teachers, parents, businessmen, legislators, educators from other districts who have had experience with teacher aide programs, representatives of professions other than education, decision makers, opinion molders, board members and those capable of influencing the financing of programs.

Pre-planning for the use of teacher aides should include the formulation of personnel policies to govern the selection, employment and assignment of teacher aides, counselor aides, and home-school liaison aides. Pay scales for aides should be established and possibilities for advancement arranged for the auxiliaries. Arrangements for the cost of the auxiliary personnel should be made within the school budget.

A variety of sources of funds exist which will assist school districts in the development of auxiliary programs. Most prominent among these is the Education Professions Development Act of 1967 which provides for the training of aides. Title I of the Elementary and Secondary Education Act can provide funds for these purposes. Basic adult education can be provided for certain people by the Department of Employment and programs of the Colorado Department of Education. Day care for the children of certain mothers who become aides can be provided by programs of the Colorado Department of Welfare.

While federal and other programs can assist in the initiation of programs, school districts should expect to make provision for continued operation in their own budgets. Justification for budgeting for aides should not be a difficult matter in terms of the efficiency to be achieved and the best return on the dollar spent on expensive teacher

time. A caution to be observed is that teacher aides should not be hired to save money. The emphasis should be on the better use of the professional teacher. Auxiliaries should not and legally can not be hired to replace teachers but rather to render the supporting services so desperately needed by teachers today.

Teachers need help in seeing the aides as a source of real help in their classrooms rather than as a threat to their existence. Education programs for the teachers should be planned to help them acquire the new management skills necessary when other adults are under their supervision. Plans should be made to give pupils an orientation to the inclusion of teacher aides in the learning environment. The pupils need to be aware that, while the aide is an important source of help to them, the teacher is still available to them and should continue to be the person to whom they direct important questions and receive guidance.

Recruitment, Selection and Placement

Recruitment of aides can be from a variety of people with a variety of experiences and backgrounds. Persons with only an elementary school background have been used with good results for the children they serve and, as a by-product, have improved themselves. With the opportunity to work toward and pass the General Educational Development Test (G.E.D.) and opportunities to attend junior colleges, these people can improve their own situation in life. As active learners, they can become understanding helpers of the pupils in the school.

Another source of aides is the high school graduate who may see the position as permanent employment or as an interim position as he pursues higher education. These individuals can be very valuable assets to the school, especially when they are pursuing a career in education.

Others who may be recruited as aides are those who have had college in their background. They may be persons with only one year of college or they may possess a degree. These people may be housewives whose children are grown and who seek satisfying work, widows who need such employment, or they may be men who seek a change from dull and routine employment.

Selection of applicants for positions as auxiliaries in the schools should be a careful process. Numbers of years spent in school should not necessarily be a determining factor. Rather, interviewers should attempt to discover certain qualities in individuals which will make them successful participants in the educational process. People who

believe that everyone wants to learn and who are eager to learn for themselves are good candidates to become auxiliaries. In addition, they should have empathy for children. They should be flexible. They should be able to react well under stress. They should be able to communicate with adults and children. Determination of these qualities could be made through group discussion with the discussion directed to the needs of children.

The aides will come to the school with many types of background and experience. Therefore, placement should be based on job descriptions developed in the school. There are many types of work to be performed from simple cutting and pasting activities to direct assistance to the teacher when she is instructing. An applicant should be placed in those activities he can successfully perform. Rigid classifications of jobs should be avoided so that as an auxiliary grows in his capability he can move easily into the more complex roles which occur in the school. Minimum educational requirements for aides may very well exclude persons who would provide very valuable assistance.

Selection and placement of aides should take into consideration the type of pupils and community being served. A college graduate who is middle class, Anglo, and protestant may be the poorest candidate for the role of home visitor in a low-income, Spanish speaking, Catholic home. On the other hand, the opposite may be true in middle-class neighborhoods. The objective is to establish good relationships between the home and school.

Since the teacher is responsible for the instructional program for a group of children, it is of primary importance that he be the person to make the final decision as to whether a person will be placed in his classroom. Philosophies, personalities, and methodologies will differ from teacher to teacher. It is important that the aide be a person who can fit in with the teacher's scheme of things in an harmonious manner. It is suggested that auxiliaries work in a general capacity, serving many different teachers at first. They would work in this fashion until a teacher requests an aide's services in his room on a permanent basis. On the other hand, the aide should have an opportunity to accept or reject a teacher's request for his services. Good working relationships should be built on a mutual desire to work together.

Some school districts which have initiated aide programs have experienced difficulty with large numbers of applicants for available positions. In this event, a considerable amount of strain is placed on the school district administrative staff to do the initial screening of applicants. To avoid this contingency, the district may want to utilize the services of the Colorado Department of Employment to do such screening. Arrangements may be made with any of the twenty-nine branch offices throughout Colorado.

Preservice Education

Teacher aides are new to most public schools. Unless the aides have been teachers or have taken a few education courses in college, their understanding of education will be based on what they have experienced in school themselves. They will not be familiar with current practices. Before they become a part of the classroom team, they will need preparation for the role they are to perform.

The preservice training provided for the aide will be determined largely by the role aides will be expected to perform and the resources available to the school district. If it is possible, the training program should be planned cooperatively by institutions of higher learning, the school district, the professional staff of the schools, and the aides in the program. The aides will have questions they wish to have answered and these needs should be met. Teachers will want the aides to be aware of the reasons they follow certain practices in the classroom, and these needs of the teachers should be met. The college or university can provide the aides with some understanding of the psychological needs of children and the way in which the aides can best help the teacher to meet the needs of the children.

Since the roles the aides will perform will determine the character of the preservice program, one of the first tasks of the planning group is to prepare job descriptions which will approximate the role the aides will perform. It is wise to exercise caution in the preparation of the job description in order not to make it so binding on the teacher and the aide that new functions cannot be explored once the aide is at work in the classroom.

After job descriptions have been prepared, some decisions can be made about how to proceed with the preservice training. If, for example, the aides are expected to assist children when they use a controlled reader, they will need to be familiar with the device and its proper use. If the aide is to visit parents at home, he will need to know why he makes these home visits, the types of information to seek and what to do with the information after he has it.

The preservice program should be realistic enough that the aides acquire enough skill to perform adequately when faced with real tasks. In the example mentioned above, the aide should actually operate the controlled reader. Role playing with other aides would be appropriate for the home visitor. Becoming acquainted with and setting up equipment might be appropriate for the aide to assist the high school physics teacher. Simulated experiences of various types can be helpful to the aide in gaining an understanding of children and their needs. Films depicting children under emotional stress, role playing, television tapes, and a variety of media can give reality to the learning of general theoretical principles.

Some suggestions for the content of preservice programs are:

1. Human Growth and Development.
2. The School and Society.
3. The Educational Team.
4. Skill Training for the Job.
5. Goals for Our School.
6. Professional Ethics.

To bring about the most harmonious working relationships between aides and teachers, the teachers should be directly involved in the training of the aides. To do this, the teachers may find it necessary to explore the new orientation of their own professional tasks. Since the aide can take responsibility for many of the routine tasks, the teacher will have more time for individual pupil diagnosis and planning. The teacher should not allow herself to do anything the aide can do as well. For example, the teacher may discover through diagnosis of pupils that five of them are having difficulty with the concept of latitude and longitude. The teacher may plan to teach this concept to the pupils and then ask the aide to play a game with them which reinforces the lesson. Some experiences of this type might be simulated in the preservice program. It is recommended that the preservice training program consist of not less than 60 clock hours.

Inservice Education

The program for the inservice education of the aides should be a continuation of the preservice program. Expansion of topics introduced during the preservice sessions can take place with an even greater reality component because aides can relate actual experiences in their daily work to theoretical training sessions.

The needs of aides will vary in regard to the types of aides employed. For example, an aide with a college background in chemistry may need only a brief content orientation in the field of chemistry. But, to be an effective assistant to the high school chemistry teacher he would have to learn a great deal about the process of education. On the other hand, an aide who has completed very little formal education will need to improve his own basic reading and language skills before he can be effective in the classroom.

The inservice program should be planned so there is the possibility for aides to enter service at any level of preparation and continue through the graduate level if they are so motivated. As districts plan with colleges, arrangements should be made for aides to receive college credit for work completed. For aides who have not completed high school, help should be given toward the passing of equivalency examinations so the aide may take the steps necessary to enroll in the college program. Such an arrangement can provide

one way for disadvantaged persons who have missed their opportunity to find their way out of a life of despair. While this opportunity is not the primary purpose of an aide program, it is an extremely valuable by-product. It can even result in changed attitudes toward learning by disadvantaged pupils who identify themselves with and are understood by an aide from background similar to their own.

The inservice sessions themselves can be of two types. The first type has a direct job orientation where teachers and aides may meet after school. The aides may meet during the day for one or two sessions per week. These sessions can be devoted to such things as classroom management or to learning what skills are taught in a basic reading program. Instructors for such activity can be college personnel or even capable people on the local professional staff who have been assigned college status and who work closely with the college.

The second type of program would be conducted by the college on campus or through extension services at night. This type of program could lead the aide to become better qualified and eventually could lead to professional certification if the aide desires it. The college or junior college might make summer programs available to aides for this purpose. Wage incentives by the local school district might be very valuable to encourage the aide in continuing his education.

Possible Functions of Aides

It is probably unwise to set distinct task designations for aides. Such designations may set too rigid limitations on worthwhile functions aides may perform. The capabilities of the aides, the type of school, the professionals in the school and the community will create diverse roles for aides. It is also true that the changing nature of school and society will create new roles for aides and make others obsolete. For this reason continuous evaluation of aides within a particular school setting will produce an ever-changing role for aides.

Aides should be permitted to do anything not requiring a professional in either training or judgment. They should not be assigned only the "dishwashing chores." That is, a balance should exist between those tasks that support the teaching-learning process and those tasks that are considered routine. In other words, the aide will assist with groups of pupils or individuals at times and at other times operate the duplicator or check attendance.

One of the major functions aides can perform is that of making instruction more personalized for the individual student. In our contempory educational system there is little time for busy teachers

to assist individuals on a personal basis. The aide can release the professional from a number of routine duties, thus permitting the professional to give individual attention which was previously impossible.

Aides can also help in the process of communication with students. Cultural and language backgrounds of students are often dissimilar to the backgrounds of teachers. Because of these differences, communication is often difficult and frequently impossible. Aides who come from the same background as the students can often provide that communication link between teacher and pupil which is necessary to bring about the pupil's healthy educational growth and development.

The functions of aides at both the elementary and secondary level will generally follow rather similar activities. The main differences between the two levels will be determined by the nature of the school itself. For example, what an aide does in a modular-schedule secondary school might be far different than it would be in a traditional four-year high school. There would also be a difference between a secondary school organized in either of these ways and an elementary school with self-contained classrooms or some other pattern of organization. One of the more obvious elements of the secondary school which would alter the functions of aides lies in the greater complexity of subject matter. This greater complexity may limit aides' capability to assist student learning for a time; at least it would be limited until the aide has acquired greater familiarity with the material.

The following general areas of teacher aide functions are given as suggestions to schools relative to the types of things aides might do. The list is neither all-inclusive nor is it meant to mean that aides can do only these things.

A. Assist in the classroom.

1. Help teacher with various groups.
2. Listen to pupils tell stories.
3. Help with routine drill.
4. Check on individual's progress.
5. Assist children with make-up work.
6. Filing.
7. Grade papers.
8. Play games with pupils.
9. Show films.
10. Help young children with overshoes, hats, etc.
11. Help supervise field trips.
12. Record grades.
13. Locate materials to supplement units or projects.

14. Read themes.
15. Give special attention to problem pupils as directed by teacher.
16. Take attendance.
17. Help pupils improve special skills.
18. Help pupils work together harmoniously.
19. Operate and show pupils how to operate audio-visual equipment.
20. Do housekeeping chores (not custodial).
21. Collect money.
22. Assist with supervised study.
23. Prepare bulletin boards.
24. Care for laboratory equipment.
25. Help with programmed instruction.
26. Act as native speaker in foreign language class.

B. Assist with home-school interaction.

1. Visit parents of children who are new to the community.
2. Report to counselor and/or teacher problems observed in home visits.
3. Take children home when they become ill.
4. Visit parents when excessive absences occur.
5. Assist with pupils who are upset and cannot remain in classroom.
6. Help plan parent meetings.
7. Report parents' feelings about school.
8. Help parents understand how children learn and develop and relate this to homework.
9. Assist in recruitment of kindergarten and preschool pupils.
10. Visit parents of migrant children to help bring their children to school.
11. Answer parent phone calls and refer them to proper person.
12. Communicate with illiterate parents who cannot read the school's written messages.
13. Follow up on pupils whose examination shows need for glasses, hearing aids, medical treatment or dental care.
14. Communicate with parents who do not speak English.
15. Develop in parents good attitudes toward education.
16. Help remove undue parental pressure on pupils from status-seeking homes.

C. Assist with counseling.

1. Do clerical work.
2. Conduct routine program functions.
3. Assist in gathering and recording pupil information.
4. Aid in administration and scoring of tests.
5. Provide liaison with pupils' homes, business and industry.

6. Provide information to pupils.
7. Listen to pupil problems and in-school referral.
8. Do follow-up studies on pupils remaining in community.
9. Tabulate studies.
10. Schedule pupils.

D. Assist with resource center or library services.

1. Prepare audio-visual materials at the request of teachers.
2. File and catalog materials.
3. Operate movie projectors, slide projectors, tape recorders, etc.
4. Operate duplicator.
5. Type.
6. Prepare instructional materials.
7. Make book cards for books.
8. Check out materials and books.
9. Collect fines.
10. Help pupils select books.
11. Order materials from publishers.
12. Help prepare bibliographies.
13. Supervise pupils.
14. Shelve books.
15. Maintain equipment.
16. Deliver sets of materials to classrooms.
17. Help in library at night and on week-end.
18. Help staff library during summer.

E. Assist with technical services

1. Operate key punch and computer equipment.
2. Provide special vocational technical skills not usually possessed by teachers, e.g., radar specialist.
3. Assist with inventory and accounting.
4. Assist with scheduling of events.
5. Assist with eye and dental examinations.
6. Produce art work for locally developed materials.
7. Prepare statistical reports.
8. Assist in purchasing.
9. Make color transparencies.
10. Be a closed circuit T.V. technician.
11. Help in electronic circuit maintenance.

F. Assist with general school services.

1. Do clerical work.
2. Assist in halls.
3. Help supervise in cafeteria.
4. Help supervise on playground.

5. Help supervise parking lot.
6. Do bookkeeping.
7. Do typing.
8. Babysit at parent meetings.
9. Be an office aide.
10. Help in study room after school.
11. Escort pupils from place to place.
12. Check and store incoming supplies.
13. Score standardized tests.
14. Help on school bus.
15. Help supervise bus loading.
16. Help at athletic events.
17. Maintain cumulative record folders.

Career Development for Aides

The present system of providing fully certificated teachers for Colorado classrooms is based on a primarily vicarious experience rather than on actual experience with students in education. Unless he is an unusual person, an individual makes his choice to be a teacher from what he had read, what others have told him, or from what he imagines teaching must be like as a result of his own experience as a student. Rarely does a college student make his choice because he has had teaching experience in the classroom. Rarely does he make the choice because he has actually seen the light of understanding in his pupil's eyes as he has guided him from uncertainty to assurance.

Under the present system of teacher education, students usually must wait until their senior year of college before they have student teaching. By that time it is too late to enter another field if the student finds he simply doesn't like being a teacher. It is also too late to give special attention to any weaknesses which the education student finds he has after actually facing a class. As a result many teachers who shouldn't be there find their way to classrooms and some never go.

Among other college students in other fields, there are many who would make good teachers who may fail to finish college for financial or other reasons. There are those who finish college and who would make good teachers but have never considered teaching. There are people who haven't attended high school who have those basic human qualities which would make for excellence in teaching. These people, because of poverty or other facets of life, have not been able to go to school. Within these groups of people lies a vast relatively unused source of teaching talent that we can ill afford to discount.

One way we can bring such persons into education as fully certificated teachers is to open the door to new entry levels in educa-

tion. This new entry level can be provided in the teacher aide program. The college-graduate-housewife with a B.A. in chemistry can act as an aide to the high school chemistry teacher. If this housewife decides that teaching is a career she wants to pursue, she can continue as an aide while she gathers additional credits for certification. The young high school graduate with no college aspirations may, after a period as an aide, decide to pursue a degree as a teacher. The unemployed-dropout-father of a deprived family may find his role as an aide a second chance and work toward his G.E.D. examination and eventual matriculation in a teacher education program. With all of these people, the decision to teach is based upon experience.

To facilitate the career development process, school districts in concert with the colleges should make plans for aides who desire to move beyond the status they have when first employed. If aides are to become a part of the permanent educational structure, they should be seen as members of a new career rather than as a temporary measure to meet the needs of a critical situation. The job should not only have permenance for the aide, but also an opportunity for upward mobility. To create such a situation, the school should establish personnel policies for each occupational level in the school system. The policies should include a job title, a description of the task to be performed, a method for selecting candidates for positions, salary and other benefits, requirements for the job, and a description of the training necessary for advancement.

The policies school districts develop should make it possible for an aide to enter the school as a staff member at any stage of preparation he may possess. As he increases in his competency and capability through experience and formal college work he should be able to move from stage to stage with increased responsibility and salary. The eventual goal for an aide might be full certification as a teacher. Thus, aides with little preparation may work up the ladder to full status as a teacher.

The Team Approach

A large amount of our best teaching talent is being wasted because of our preoccupation with the idea of one teacher in one class. There are many kinds of tasks to be performed in a classroom. Not all of these tasks require the attention of a highly educated professional.

Whether a school staff operates with individual teachers in individual classrooms or as a team teaching staff, the concept of the team approach may be employed when aides are introduced into the school. How the aide will function as part of the team is a matter best left to the teachers and the aides. Teachers should be looking for the best ways to assign tasks to aides that will allow the teachers to make the best of their own professional talents.

* A five-year study in 25 Michigan public schools showed the following facts about teachers' activities after aides were introduced in the schools:

1. Correcting papers was reduced 89 percent.
2. Enforcing discipline, reduced 36 percent.
3. Taking attendance, reduced 76 percent.
4. Preparing reports, reduced 25 percent.
5. Supervising children moving between classes reduced 61 percent
6. Monitoring written lessons, reduced 83 percent.

What did teachers do with the time?

1. Lessons preparation time was increased 105 percent.
2. Recitation, increased 57 percent.
3. Preparation of homework assignments, 20 percent.
4. Individual coaching, 27 percent.

Thus, we can see that as teachers and aides begin to act as a team, with each doing the type of thing most appropriate to his competencies, the professional aspects of teaching become the teacher's province and the more routine functions are handled by the aide.

Evaluation and Research

Since individual programs in different types of communities throughout the state will differ from district to district with regard to the program's area of emphasis, evaluation of the teacher aide program should be based on the program objectives. If, for example one program objective is "to increase the amount of individual attention given to pupils", observations should be made relative to the amount of individual attention given prior to the beginning of the aide program and this should be followed with subsequent observations to determine the effect of aides upon the objective.

Evaluators who are responsible for the program will have to make a determination as to what parts of the program are to be evaluated and evaluate such parts separately, e.g., selection process, aide training program, work schedule, etc.

Only in special instances where rigid research designs are to be followed should objective measurement instruments be relied upon for evaluation. A variety of procedures should be used, such as interviews, observations, questionnaires, procedures for process analysis, and testing. By using as many sources of information as possible, a

* *Staffing for Better Schools,* U. S. Department of Health, Education and Welfare, 1967.

better evaluation can be made. Such samplings should be taken regularly rather than being limited to pre-test and post-test evaluation.

One of the best sources of information to be examined might be found in the activities or tasks performed by the professionals and nonprofessionals. Information relative to the amount of time teachers spend doing individual diagnosis of pupil needs, taking attendance or handling lunch money could give us greater insight into the professional task of the teacher.

Another source of worthwhile information could be feedback as to the amount of interaction between school-employed adults and children and between school-employed adults and parents. Other information which could be researched might be such things as teacher turnover, pupil attendance, general achievement, dropouts, and numbers of emotionally disturbed pupils. Whatever should be decided as the basis for study, such study should be related to the objectives of the program.

In any evaluation program it is probably wise to involve all of the personnel working in the program. By doing this, sources of difficulty may be located and solutions derived before major problems occur. Participants in the evaluation would probably include aides, teachers, parents, students, and supervisory and administrative personnel.

The results of evaluation should be made available to the participants in the program to become a part of the inservice education. This process should serve to improve self-evaluation and objectivity on the part of the participants and lead to constructive program improvement and change.

SELECTED READINGS

Teacher Aides in Education

1. *Indian Teacher Aide Handbook,* Bureau of Publication, The College of Education. Arizona State University, Tempe, Arizona.
2. *New Careers and Roles in the American School,* A Study of Auxiliary Personnel in Education, Bank Street College of Education for the Office of Economic Opportunity, 103 East 125th Street, New York, New York 10035, September, 1967.
3. *New Partners in the American School,* A Study of Auxiliary Personnel in Education, Bank Street College of Education for the Office of Economic Opportunity, November 1967, 103 E. 125th Street, New York, New York, 10035.
4. *Teacher Education in a Social Context,* Bank Street College, A Study of Auxiliary Personnel in Education, 103 East 125th Street, New York, New York 10035.
5. *Selected Readings Concerning Auxiliary School Personnel,* Bank Street College of Education, 69 Bank Street, New York, New York 10014.
6. Bartlett, D. B. "Non-Teaching Assistants": A Southend Experiment, *"Time Educational Supplement* No. 2615:29"; July 2, 1965.
7. Beggs, David W. *The Decatur-Lakeview Plan: A Practical Application of the Trump Plan.* Englewood Cliffs, N. J.: Prentice Hall, 1964. 266 pp.
8. *Home School Partners Leaflets: Parent Education, Parent Education Bibliography, Goals and Objectives, Inservice Training,* Board of Education, Niagara Falls, New York.
9. *Teacher Education and Parent-Teacher Aides in A Culturally Different Community,* A Demonstration Project, Funded by U.S. Office of Economic Opportunity Contract CALIF. CAP 66-9620: Under Sub-contract with Berkeley Unified School District, October 1967.
10. Bush, Robert N., and Allen, Dwight W. *A New Design for High-School Education.* New York: McGraw-Hill Book Co., 1964. 155 pp.
11. Clarke, Johnnie R. "Proposal for a Teacher's Aide Program: A Two-Year Program in a Community Junior College Can Fill a Vital Social and Classroom Need." *Junior College Journal* 36:43-45 March 1966.

12. Cutler, Marilyn H. "Teacher Aides Are Worth the Effort." *Nation's Schools* 73:67-69; April 1964.

13. d'Heurle, Adma, and others. "New Ventures in School Organization. The Ungraded School and Use of Teacher Aides." *Elementary School Journal* 57:268-71; February 1957.

14. Esbensen, Thorwald. "Should Teacher Aides Be More Than Clerks?" *Phi Delta Kappan* 47:237; January 1966.

15. Fine, Sidney A. *Guidelines for the Development of New Careers,* New Career Development Center, New York University, 184 Fifth Avenue, New York, N. Y.

16. Foster, Robert E. "In Slow Gear. Volunteer Teacher Aides." *Instructor* 74:37; September 1964.

17. Freyman, Leonard, "A Plus for Lay Readers." *NEA Journal* 53:19-20; November 1964.

18. *Assistant Teachers and Teacher Aides,* Garland Junior College, 409 Commonwealth Avenue, Boston, Massachusetts, 02215.

19. *Over-view of the Child Study Program at Garland Junior College,* Eunice Goodale, Garland Junior College, 409 Commonwealth Avenue, Boston, Mass. 02215.

20. Harte, Arthur. "Floater Teachers: A Boon to the Overburdened Staff." *School Executive* 75:100-101; March 1956.

21. Hinmon, D. E. "Morris Experiments with College Students as Teacher Aides." *Minnesota Journal of Education* 46:17-19; April 1966.

22. Howell, Charles E. "Teacher Aides: Experiment or Expedient." *Illinois Education* 43:136-37; December 1956.

23. Hullfish, H. Gordon. "Teacher Aides: An Educational Opportunity." *Educational Leadership* 14:381-83; March 1957.

24. Marks, Merle B. "Assistant Teacher." *Bulletin of the National Association of Secondary School Principals,* 48:56-60; March 1964.

25. Morse, Arthur D. *Schools of Tomorrow Today.* Garden City, N. Y.: Doubleday and Co., 1960. 199 pp.

26. *Auxiliary School Personnel,* National Commission on Teacher Education and Professional Standards, NEA of the United States, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

27. *Occasional Papers,* National Commission on Teacher Education and Professional Standards, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

28. *Teacher Aides at Work*. National Commission on Teacher Education and Professional Standards, NEA of the United States, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

29. *The Classroom Teacher Speaks on His Supportive Staff,* Report of the Classroom Teachers National Study Conference on the Classroom Teacher and His Supportive Staff, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

30. *New Careers Model (1 sheet)*, New Careers Development Center, New York University, 184 Fifth Avenue, New York, New York.

31. *Teacher Aides in the Classroom,* A New England Study Prepared by The New England Educational Assessment Project, Providence, Rhode Island, November 1967.

32. *Procedural Guide for Program Development in New Careers,* New Career Development Center, New York University, 184 Fifth Avenue, New York, New York.

33. Newcomer, Kenneth. "How Would You Like an Assistant Teacher?" *School and Community* 50:23-24; May 1964.

34. *Encounters With Reality, Training Programs for Summer Head Start in Eight Universities in New York City,* Office of Economic Opportunity, Regional Training Office, New York University, 80 Washington Square East, Room 57A, New York, New York, September 1967.

35. *Project Head Start, Parents,* Office of Economic Opportunity, Regional Training Office, New York University, 80 Washington Square East, Room 57A, New York, New York.

36. *Project Head Start, The Staff,* Office of Economic Opportunity, Regional Training Office, New York University, 80 Washington Square East, Room 57A, New York, New York.

37. Park, Charles B. "Teacher Aide Plan." *Nation's Schools* 56:45-55; July 1955.

38. Park, Charles, and others. "The Bay City, Michigan, Experiment: A cooperative Study for the Better Utilization of Teacher Competencies." (Symposium) *Journal of Teacher Education* 7:99-153; June 1956.

39. Park, Charles B. and others "Critics Jump the Gun on the Teacher Aide Research." *Nation's Schools* 58:60-62; July 1956.

40. Reissman, Frank. "Aim for the Moon." *Ohio Schools* 44:20-22; April 1966.

41. Reissman, Frank. *Issues in Training the New Professional,* New Career Development Center, New York University, 184 Fifth Avenue, New York, New York.

42. Reissman, Frank. *New Careers,* New Career Development Center, New York University, 184 Fifth Avenue, New York, New York.

43. Rioux, J. W. "At the Teacher's Right Hand." *American Education* 2:5-6; December 1965.

44. Rioux, J. W. "Here are Fourteen Ways to Use Non-Teachers in Your School District." *Nation's Schools* 76:42; December 1965.

45. Roby, Pamela. *The Educational Aide: A Study of an Emerging Occupation,* New Career Development Center, New York University, 184 Fifth Avenue, New York, New York.

46. Shaplin, J., and Olds, Henry F., Jr., editors. *Team Teaching.* New York: Harper and Row, 1964, 430 pp.

47. Taylor, C. H. "Extra Teachers for Large Classes." *American School Board Journal* 132: 82+; April 1956.

48. *The Teacher Aide, Publication 395,* The State Department of Public Instruction, Raleigh, North Carolina.

49. Tillman, Rodney V. "Providing Time for Teachers." *Educational Leadership* 13:295-98; February 1965.

50. *Staffing for Better Schools,* Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D. C. 20402.

51. *New Careers Development Program: Leadership Training for New Careers,* University Research Corporation, 1424 16th Street, N. W., Washington, D. C.

52. *New Careers in Human Services: A Manual of Organization and Process,* University Research Corporation, 1424 16th Street, N. W., Washington, D. C.

53. *Training for New Careers,* University Research Corporation, 1424 16th Street, N. W., Washington, D. C.

54. Weisz, V. C., and Butler, H. J. "Training Teachers' Aides at Garland." *Junior College Journal* 36:6-7; April 1966.

55. *So You Have An Aide. (Hornburger Guide),* Wilmington Public Schools, Wilmington, Delaware.

56. FILM:
Teacher's Aides: A New Opportunity, Anti-Defamation League of B'Nai B'rith, 315 Lexington Avenue, New York, New York 10016, or order from local outlet of Modern Talking Pictures.

Appendix A

Colorado Statutes Related to the Employment of Teacher Aides

123-17-11. Definitions. — (1) Unless otherwise clearly indicated by written context the following words and phrases when used in 123-17-9 to 123-17-25 shall have the meanings ascribed in this section:

(6) "Teacher shall mean and include any person empolyed to instruct, or to administer, direct, or supervise the instructional program in a school in the state."

123-18-3. Employment — certificate required. — A board of a school district shall not enter into a contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person shall hold, or be entitled to hold, a teacher's certificate or letter of authorization issued in the manner prescribed by law.

123-18-4. Services — disbursements. — No order or warrent for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless such person shall hold a valid teacher's certificate or letter of authorization or written authorization from the state department of education. Such certificate or letter shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid certificate or letter of authorization during all periods of his employment by a school district. Any person who shall perform services as a teacher without possessing a valid teacher's certificate or letter of authorization shall forefit all claim to compensation out of school district moneys for the time during which such services are performed without such certificate, letter, or written authorization.

Appendix B

Planning Committee for the Study of Auxiliary Personnel

Richard Fawley — Superintendent ..... Boulder Valley School

Herbert Weldon — Dean of Instruction ..... Mesa College

Rodney Anderson — Colorado Department of Education .... Denver

Priscilla Imamura — Teacher Aide ..... West High School, Denver

Garda Bowman — Consultant ..... Bank Street College of Education

M. Chester Nolte — Associate Professor of Education ..... University of Denver

Stephen Romine — Dean, School of Education ..... University of Colorado

Russell B. Vlaanderen — Director, Research and Development ..... Colorado Department of Education

William Funk — Director of Instruction and Special Services ..... Colorado Education Association

Robert F. Cheuvront — Consultant ..... Research and Development

Participants in the Colorado Work Conference on Auxiliary Personnel as They Were Assigned to Task Groups

Pre-Planning

Freda Hall — Teacher Aide ..... Cortez, District Re-1

Rikki Santarelli — Colorado Department of Employment .... Denver

Virginia Plunket — Colorado Department of Education ..... Denver

W. L. Ericson — Principal ..... Greeley

Anne Zoril — Coordinator of Parent Education ..... Jefferson County

Mary Helen Haas — College ..... Colorado State University

Chester Nolte — College ..... University of Denver

Recruitment, Selection, and Placement

Marcile N. Wood — College ..... Colorado State University

LeRoy Ortgiesen — Nebraska ..... Nebraska Department of Education

Martha Bildstein — Teacher Aide ..... Colorado Springs

Loren F. Tomlin — Junior College ..... Trinidad State Junior College
Fred E. Holmes — Colorado Department of Education ..... Denver
Keith Blue — Program Administrator ..... Greeley
Chester S. Hatch — Weld County Community Center ..... Greeley

Preservice Training

Maxine Smith — Teacher Aide ..... Jefferson County
Rolland Powell — Colorado Department of Education ..... Denver
Donald E. Hall — Principal ..... Cortez, District Re-1
Joe Treece — Junior College ..... Otero Junior College
Donald F. Eden — College ..... Adams State College
Leonard Durbin — Teacher ..... Colorado Springs
Lewis Reimer — Counselor ..... Colorado Springs
Vic Lind — Superintendent ..... Telluride
Betty Jo Edwards — School Patron ..... Grand Junction
Alan Metcalf — Washington Department of Education ..... Olympia, Washington

Inservice Training

Louise Werme — Teacher Aide ..... Pueblo, District 70
Darryl Beaver — Teacher ..... Pueblo, District 70
George Dalgleish — Principal ..... Colorado Springs
Tom Hill — Superintendent ..... Bayfield
M. H. Foster — School Patron ..... Grand Junction
John Hombach — School Patron ..... Grand Junction
Kathryn DePew — Teacher ..... Jefferson County
Virginia Banks — Colorado Department of Education ..... Denver
Sister Mary Ruth — College ..... Loretto Heights College

Functions of Auxiliaries in Secondary Classrooms

Jack E. Montgomery ..... Telluride
Jean Ventrees — Teacher ..... Pueblo, District 70
Zane R. Hays — Junior College ..... Northeast Junior College
Ron Newsom — Title III Projector Director ..... Colorado Springs
Arcenia M. Davis — Teacher Aide ..... Denver Public Schools
Francis H. Rist — Idaho Department of Education ..... Boise, Idaho
Ken Husbands — College ..... University of Colorado
Anthony Braginetz — Director of Senior High School ..... Jefferson County
Christian Pipho — Colorado Department of Education ..... Denver

Functions of Auxiliaries in Classrooms for Early Childhood and Elementary Education

H. Hubert Weldon — Junior College ..... Mesa Junior College
Conrad Romero — Principal ..... Pueblo, District 70
Gaylord D. Morrison — College ..... Colorado State College
Vivian R. Smith — Teacher ..... Denver Public Schools
Albert Michel — Director of Elementary Education .... Jefferson County
Wayne Klish — Department of Welfare ..... Denver
Lois H. Roth — Colorado Department of Education ..... Denver
Gaspar Garcia — Board of Education ..... Antonito

Functions of Auxiliaries in Home-School Interaction

James Utt — Associate Superintendent ..... Pubelo, District 70
J. G. Walker — Teacher ..... Boulder Valley
Frank E. Roberts — Principal ..... Denver Public Schools
Elmer Burkhard — Wyoming Department of Education ..... Cheyenne
Jean Duzenack — Teacher Aide ..... La Veta
T. R. Arthur — Junior College ..... Rangely Junior College
Mark Ruger — Colorado Department of Education ..... Denver
Winona Graham — Denver Head Start ..... Denver Opportunity
Mrs. Frank Stead — School Patron ..... Jefferson County
Richard Heiser — College ..... Colorado State University
Tom Crawford ..... Littleton

Functions of Auxiliaries in Relation to Counseling

Clifford A. Garey — Administrative Intern .... Colorado State College
Sister Eunice Roeder — Teacher ..... South Conejos, Re-10
Sister Mary Dominic — Teacher ..... South Conejos, Re-10
Thelma M. Gash CEA-TEPS ..... Denver
Tom H. Cameron — Principal ..... Boulder
Sue Wheeler — Teacher Aide ..... La Junta
John A. Flanagan — College ..... Colorado State University
Gerald Ulrich — Colorado Department of Education ..... Denver
G. F. Quiller — College ..... Colorado State University
David C. Miles — Administrative Intern ..... Colorado State College
Sister Reginald Yeller — Teacher ..... Antonito Public Schools

Career Development

Betty Meskiman — State Department of Occupational Education ..... Denver
Sister Esperanza Duena — Principal ..... Antonito Public Schools
Diedra Gillespie — Adams County War on Poverty ..... Brighton
Fred Arguello — Colorado Department of Education ..... Denver
Bernice Mason — School Patron ..... Denver
Norma Snyder — Teacher ..... Cheraw
Sherry Farny — Teacher Aide ..... Aspen
Richard Fawley — Acting Superintendent ..... Boulder

The Team Approach

Roy A. Hinderman — College ..... Metro State College
C. O. Britton — Superintendent ..... Ouray
James Wiggins — Colorado Department of Education ..... Denver
Norma Scott — Teacher Aide ..... Greeley
Jane E. White — CEA-TEPS ..... Fort Morgan
Paul R. Smith — Teacher ..... Minturn
Robert L. Werner — Superintendent ..... La Veta
Martha M. Cook — School Patron ..... Boulder
C. E. Surber — Principal ..... La Junta
George N. Brooke — College ..... Metro State College

Evaluation and Research

Roger Duncan — Colorado Department of Education ..... Denver
Veronica E. Casey — College ..... Regis College
Jane Reichert — Teacher Aide ..... Ouray
Jeanne Werschke — Teacher ..... Greeley
Pat Zick — Teacher ..... Greeley
Roger Hanson — Nebraska Department of Education ..... Lincoln
John Boggs — CEA-TEPS ..... Denver
Theodore E. Albers — Junior College .... Community College of Denver